

NOTES ON EDUCATION.

There are 555 Chinese children in the San Francisco public schools.

The Wisconsin State University will graduate a class of seventy-seven this year.

Professor John Le Conte has resigned his position as president of the University of California. He will remain a professor of physics.

A full quota of children enrolled in the Louisiana schools would exceed 125,000, but it is thought that there is scarcely half that number in attendance.

The *Elusive Free Press* says that there will be many changes made in the different departments of Cornell University on President White's return, and many new features introduced.

San Francisco has now about half-a-dozen kindergarten schools, several of them being free schools supported by voluntary contributions. All of these schools are doing valuable work.

The Summer lecture courses of Union College—to which citizens are invited—have been opened with discourses by Professor W. A. Potter, Mr. W. E. Griggs and Professor Henry Coppey.

Wellesley College has a microscopical society comprising about forty of the young ladies. This society has been in existence for three years and has accomplished some admirable work.

The Pennsylvania Legislature has passed a bill prohibiting discrimination on account of color in the public schools of the State, and is to be heartily congratulated upon its judicious action.

Mr. W. W. Corcoran, of Washington, was elected president of the organization for the better endowment of Washington and Lee University at the recent meeting of that body in Philadelphia.

A department for teaching the cutting, fitting and sewing of women's garments is about to be added to the Girls' Normal School in Philadelphia. When will they teach tailoring in the Boys' Normal School?

The Southern States are now providing thorough taxation over a million dollars annually for the support of negro schools. The position and influence of Northern teachers in the South are improving every year.

Superintendent Marke, of Worcester, Mass., has recommended to the School Board the provision at each school building of an apparatus for testing the vision of the pupils—an excellent idea, and one to be considered in other cities.

The University of Pennsylvania is still deeply in debt, and has, the *Philadelphia Telegraph* says, but scant prospect of being freed from its debt. That journal complains that while outside institutions like Washington and Lee University receive liberal assistance from citizens of Philadelphia, their own University gets nothing.

A memorial which has received the signatures of many of the chief educational authorities in England is about to be presented to the Government. It urges the more systematic teaching of science in elementary schools, and complains that at present the elementary stages of teaching have to do too little with things and too much with words.

The Manual Training School in St. Louis has just closed its first year with a class of fifty-eight pupils. They have shown great interest in their work, all being ambitious to excel and get forward in the manual rooms. The director has, therefore, made it one of the conditions of promotion in the manual department that the pupils should do hard and successful work in the literary departments.

The seminary for the instruction of girls, which Mr. Moody established at Northfield, not long ago, has been very successful. It has 105 pupils, 15 of the number being Indian girls who intend to become teachers of their own race. There are 100 applications on file from young women who wish to attend the school, and the accommodations and the endowment fund need to be increased. The cost for board and tuition is only \$100 a year.

Professor Theodore Rogers, the English scholar, says that he has long believed, and still believes, that sound Latin and Greek scholarship is the only basis of higher education; that mathematics by itself may leave the student a dunce; that there is no educational value whatever in all the physical sciences taken together, if only taken, and that the schools of modern history, law and theology are shamans, intended to satisfy a craving for undiscussed

distinction.

In one arrondissement of Paris a kitchen and refectory has been attached to the municipal school, thus providing a dining-room and a wholesome warm dinner for the pupils of nominal cost. Plates of boiled beef, of soup, and of vegetables are sold at 2 cents each. This example, it is reported, is to be followed in other cities and countries. A single dinner like this is infinitely more wholesome than the stuff which children are so often allowed to take to school for their luncheon.

The Woman's University in St. Petersburg, which provides a series of courses for higher training in the mathematical, physical and historical sciences, has, although only two years old, attained remarkable success. It has 840 students, and would have many more were it not for the obstructive regulations which are intended to check the further development of the institution. The necessary funds are collected from private, not State sources—subscriptions, from \$25 a year, by voluntary subscriptions. Similar courses have been provided for women at Moscow and at Kiev.

Girton and Newnham, the young women's colleges at Cambridge, England, are full of pupils, and the authorities have more applications for admission than they can accept. The students go in carriages to the University lectures. There is not the slightest opposition to the colleges among the professors and students of the University—which is a fact to be reflected upon by those connected with the comparatively youthful American universities which become so alarmed and irritated over every suggestion of admitting women to their privileges. The majority of the ladies who have been educated at the Cambridge colleges have become successful teachers.

At the recent meeting of the Cincinnati Pedagogical Association, one of the members declared that nothing needed so much an entire revolution as the grammar course in the district schools. Another member said that her experience with beginners showed that the interest in reading was more intense than in any other study. She allows her pupils to bring nursery rhymes, juvenile papers, etc., to class, and has found that these impart great facility in reading; the text-book lessons are soon memorized, and lose their freshness. A third member said that with beginners especially those from illiterate families, she would not attempt to teach any reading until the habit of reading firmly and naturally was established. She thought one year, and in many cases two, not too long to train the child in speaking.

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